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ABSTRACT

The Quinmester course "How to Study" is designed to help the students learn techniques of studying, such as organizing time, planning a procedure, and completing the assignment. The student examines a variety of test questions, practices taking sample tests, and analyzes the results. The course is a workshop in which the student practices these techniques in his own program of study. He may prepare current assignments for other classes, and also learns to take notes, devise memory aids, use information sources, and design a home study center. This course outline includes a six-page list of resource materials for teachers and students. (CL)

ED 064735

AUTHORIZED COURSE OF INSTRUCTION FOR THE

DADE COUNTY PUBLIC SCHOOLS

Language Arts: HOW TO STUDY 5111.32
5112.38
5113.76
5114.146
5115.161
5116.168

DIVISION OF INSTRUCTION • 1971

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HOW TO STUDY

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Written by John A. Moore
for the
DIVISION OF INSTRUCTION
Dade County Public Schools
Miami, Florida
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COURSE TITLE: HOW TO STUDY

COURSE DESCRIPTION: This course is designed to help the students learn the techniques of studying. The techniques include organizing, time, planning a procedure, and completing the assignment. He will examine a variety of test questions, practice taking sample tests, and analyze the results. The course will be a workshop in which the student practices these techniques in his own program of study. He may prepare current assignments for other classes.

I. PERFORMANCE OBJECTIVES:

A. The student will propose reasons for systematic study.

B. The student will demonstrate effective study habits.

C. The student will apply a systematic study procedure.

D. The student will apply a problem solving technique.

E. The student will develop a study schedule useful in preparing for tests.

F. The student will develop a procedure to analyze and correct test errors.

G. The student will identify useful sources of information.

H. The student will design a home study center.

I. The student will demonstrate a note-taking procedure.

J. The student will devise memory aids.

II. COURSE CONTENT:

A. Rationale:

"...If you're not sure where you are going, you're liable to end up someplace else - and not even know it." Robert Mager's warning to teachers spotlights the problem many young people encounter when they try to be a "success" in school. This course will help the student figure out where he is, where he wants to go, and how he is going to get there.

One of the first things the student must do is decide why he will study. He needs motives. When he has them he can tackle the most difficult aspect of the course - habit formation. The real

acid-test for the student will be whether his study habits help or hinder. It will be relatively easy for the student to identify good study habits. But he will need assistance and encouragement to make them his habits.

A number of specific skills are indispensible to the student. He must master some systematic procedure to decipher reading assignments and ferret out vital information. If he is to progress beyond the recall level, he must be skillful at solving problems — a vital skill in our modern technological society. The student must develop competency in getting information from reference books, from magazines, from humans, wherever it can be found. He must learn where and how to look for help.

Much of a student's learning can take place at home if he has a place to study. Little brother's T. V. show, mother's electric beater, and big sister's radio can deter the best of intentions. The learner needs to know what makes a study center useful. He needs help in finding ways to eliminate or compensate for factors in the home environment that hinder learning.

Taking tests is almost synonymous with going to school. Test taking experiences play a significant role in the development of the student's self concept and attitudes toward school. Learning how to get ready for a test and how to learn from test errors will go a long way toward developing a confident and competent learner.

The student is constantly bombarded with learning tasks. Recording data and remembering it become major activities. The unskilled student is soon overwhelmed by the mass of incoming data. Helping him develop a comprehension of what memory is and techniques that will help him remember gives the student a major push toward success.

This course should direct the student to an evaluation of his study skills and present directed activities to assist him in developing those skills he lacks. Continued direction, practice, and encouragement will go a long way toward developing the self-reliant student whose school experience is an education rather than an ordeal.

NOTE TO THE INSTRUCTOR:

1. Measurement of "entering" and "exiting" behavior

   Each learner will enter the class with a different set of study problems. A pretest (a measurement of entering behavior) is needed to determine the needs of each student. The pattern and sequence of instruction, for

both the group and individuals, can be determined best after analysis of the pretest. The pretest becomes a potent teaching tool if students participate in the analysis.

The course should conclude with a posttest (a measurement of exiting behavior). Analysis of this test (again with student participation) gives the student a measurement of progress and identifies weaknesses still to be overcome. It provides the teacher with a measure of teaching effectiveness and guides for course revision.

2. Learn by doing!

People learn by doing. The vast majority of learning theorists list this as a "known" about learning. This course is designed for "active" learning. Practice, practice, and more practice to develop useful habits and proficiency in needed skills greatly enhances the student's chance for a successful learning experience.

3. Evaluation

A study skill is a process. It is not a matter of knowing or not knowing. Each skill can be practiced with varying proficiency. Student abilities will vary greatly. Therefore, a competitive grade evaluation system (that demoralizes the poor student and creates a false sense of competency in the "A" student) must be avoided. The students must be cooperative. They will need each other's help as much as they will need the teacher's. Forced competition with each other would hinder them. Grades should be based on the progress each student makes in relation to where he started. (A "contract" grading system, using contracts developed from the results of the pretest, is useful and appropriate.)

B. Range of content:

1. Definition of study skills

2. Sources for learning

a. Printed materials — where to find them

(1) Libraries
(2) Bookstores
(3) Magazines
(4) Reader's Guide to Periodical Literature
(5) Encyclopedias
(6) Textbooks
(7) Publisher's mailing lists

(8) U. S. Government Printing Office
(9) Other general and specific reference materials

b. Resource personnel

(1) Teachers
(2) "Experts": professionals, practitioners, etc.
(3) Classmates
(4) Study groups
(5) Tutors

c. Availability of visual and auditory learning aids

3. Where to study

a. The physical location

(1) Elimination of distractions

(a) External distractions
(b) Self-made distractions

(2) Facilities for rest and diversion

b. Physical conditions at a study location

(1) Lighting
(2) Seating
(3) Desk (or table)

(a) Characteristics of a disorganized study desk
(b) Characteristics of an organized study desk

c. Accessories helpful in a study location

(1) Shelf
(2) Reference Books
(3) Commonly used supplies
(4) Reading stand
(5) Study file

4. Gathering and organizing information

a. Pre-reading before discussions and lectures
b. Listening skills
c. Note-taking procedures

(1) Purpose of notes 7

(a) Record original, new, or special information
(b) Record questions that remain unanswered
(c) Record ideas to follow up
(d) Record possible exam questions

(2) Alternative note-taking methods

(3) Short-cut techniques

d. Organizing the student notebook

e. Textbook organization

(1) Types
(2) As a guide to study

f. Asking questions

(1) Questioning during class (who, how, when, why, what)
(2) Other times

g. Follow-up: seeking further information to add depth and clarification to the learning experience

(1) Text reading, outlining
(2) Library research
(3) Seeking resource personnel

h. The formal outline: identification of important information and relationships between data

i. How to prepare an assignment

5. Important factors in successful learning

a. Motivation

(1) Setting goals

(a) Short range goals (i.e. succeed on this test)
(b) Intermediate goals (i.e. pass this course)
(c) Long range goals (i.e. graduate)

(2) Techniques to increase motivation

(a) Successive approximation

(b) Reward of even minimal success
(c) Presenting tasks of graded difficulty
(d) Objective criticism
(e) Avoidance of punishment

(3) Understanding of ability

b. Problem solving skills

(1) Viewing the study assignment as a learning problem
(2) Restatement of material into simpler terms
(3) Use of analogies to clarify relationships
(4) Identifying basic components of material to be learned
(5) Working backwards
(6) Organizing material into steps
(7) Relating components of problem to existing knowledge
(8) Occurence of intuition

6. Learning principles

a. Learn from general to specific
b. Seek patterns (chronological, sequence, order of importance, etc.)
c. "Whole" method of learning
d. Use of concrete associations to clarify abstractions
e. Learning styles — what they are and their effect on learning

7. Learning aids

a. Memory

(1) The nature of concentration (perceptual field)
(2) Aids to memory

(a) Use of outline subheading as keywords
(b) Mnemonic devices ("-ate, I ate; -ide, I died, Roy G. Biv = colors of spectrum)
(c) Number or letter groups (X has 4 traits, Y has 5 traits)
(d) Root words (as keys to meaning)
(e) Adjusting to learning style
(f) Flip cards and flash cards
(g) Reduction cues (the survey, question, read, review, and recite study method = SQ3R)
(h) Repetition

b. Application - learning by doing (value of personal experience over vicarious experience in learning)

c. Organizing time

(1) Defining (specifying) material to be learned
(2) Selecting time needed to learn it
(3) Scheduling time to master material (including time for review, practice and self-testing)

d. Reviewing

(1) Necessity of up to 50% of study time in review
(2) Immediate repetition as a method of review
(3) Value of beginning each study session with a review of the previous study session
(4) Weekend review sessions
(5) Pre-exam review sessions

8. General study methods

a. SQ3R: survey, question, read, review, recite
b. Study, rest, study, rest
c. PQRST: preview, question, read, summarize, test
d. PRT: preview, read, test
e. Others
f. Study methods useful in various content areas

9. Studying for examinations

a. Subjective tests (essays)
b. Objective tests

(1) Multiple choice
(2) True - false
(3) Matching
(4) Sentence completion
(5) Arrangement or ordering or ranking
(6) Analogies

c. Examination mistakes as a guide to further study

(1) Fact errors
(2) Concept errors
(3) Correcting errors
(4) Errors as basis for planned study program to eliminate factual or conceptual misunderstandings

III. TEACHING STRATEGIES:

A. The student will propose reasons for systematic study.

1. Have the students establish long-range goals (motives for study) by making tentative vocational choices. Have them identify the demands placed on learning skil's by the vocation selected.

2. Have the students role-p[illegible] situations depicting the possible rewards of successful study (e.g. "A" on a test, praise from friends and parents, graduation from high school, getting college admission, scholarships, getting a promotion or raise on a job).

3. Have students select short range academic goals (e.g. to pass this week's history test, finish English reading assignment). Post the "goals" and have the students provide mutual encouragement and aid in goal accomplishment. Arrange special recognition for those who succeed, diagnosis and redirection for those who don't.

4. Identify some complex tasks and have the students list "progress points" that can serve as short range and intermediate goals to aim at prior to final task accomplishment. (successive approximation)

5. Hold "critique" sessions in small groups. Each student identifies his weak points as a student. The group responds with suggestions for overcoming his problems.

6. Have the students identify some person or type of person (a model) they would like to "be like", identify the skills, attitudes, and knowledge necessary to "be" that way, and list these as short range, intermediate, and long range goals.

7. Have students select the courses they will take in the next quinmester and explain the relationship between these courses and previously determined goals.

8. Discuss the relationship between attitude and behavior. Have the students role-play situations to demonstrate the effects of positive and negative attitudes on aspiration levels and learning behavior. Role-play should emphasize the desired attitudes. Students who don't have positive attitudes should have the greatest involvement in the role play.

9. Have the student identify a failure experience related to school. Help him formulate a goal to overcome or compensate for that failure.

10. Give the students a series of tasks of varying complexity. Let them practice ranking the tasks in order of difficulty. Have them explain why they ranked them as they did, what advantage exists in distinguishing the hard from the easy, and what could be gained from each task. (e.g. success, knowledge, aid in doing next task)

11. Have the students discuss the expectations placed on a citizen in a technological society such as America. Point out the effect of increasing rate of change on the learning skills needed by the people.

12. Have the student investigate the demand local businesses and occupations place on learning abilities. Arrange a first hand introduction to qualifying exams, promotion tests, and skill and knowledge mastery as a prerequisite to advancement in the professional and business world.

13. Have each student discuss (or write an essay describing) his concepts of his academic assets and liabilities. (To facilitate student planning to overcome liabilities)

14. Invite speakers from various occupations to describe the learning skills necessary for success in their occupation and the attitudes they look for in potential employees. Have them describe the type of judgement they make about a potential employee from his school performance record.

15. Show and discuss the film "How to Investigate Vocations".

16. Play and discuss the 2 record album "How to Study and Why".

B. The student will demonstrate effective study habits.

1. Have the students role-play situations that demonstrate useful study habits.

2. After a pretest (study habit survey), have students in small groups identify their individual problems and brainstorm ways to overcome those problems.

3. Have the students identify good study habits and discuss how those habits can be formed.

4. Have students present a skit demonstrating the process of habit formation (for study habits).

5. After identifying study habits they lack, have the students prepare and follow a plan to develop them.

6. Invite a psychologist to speak to the class about habit formation.

7. Have the students identify their present study habits. Determine the effect of those habits on their success as learners. (Bring special

attention to common problems - the "underlining ritual", continuing to read long after comprehension ceased, doing it "all at once", ambiguous goals, etc.)

8. Have the students identify ways concentration can be broken (noises, odors, movements, etc.), discuss the value of concentration to study, and suggest ways concentration can be made habitual.

9. Hold practice study sessions in which students work on habit formation. Identify the desired habits before the session. Allow student discussion to clarify exactly what the "habit" desired is and why it is desired. After practice sessions hold "critiques" to note successes, identify problems, and seek direction.

10. Have the students identify study habits that should be thought over before starting a study session.

11. Have the students make posters, drawings, silk-screens, etc., to illustrate efficient study habits. They might display them around the school.

12. Have the students describe and practice study habits that help to provide an overview of reading materials.

13. Have the students analyze listening skills by listening to tapes, stories, lectures, etc., repeating the important content, and then comparing the original content to what they "heard".

14. Show and discuss the film "How to Study".

15. Show and discuss the film "How to Succeed in School".

16. Show and discuss the film "Improve Your Study Habits".

17. Play and discuss the 2 record album "How to Study and Why".

C. The student will apply a systematic study procedure.

1. Have the students memorize the steps of the SQ3R study methods. Then have them follow the plan in studying material from one of their other courses.

a. Survey - Survey the assignment to get the main idea by noting the title and pictures, reading the introductory and final paragraphs, and reading the heading in bold face type or in italics.

b. Question - Formulate questions that are likely to be answered by the reading selection. Topic headings are useful as keys to content.

c. Read - The material can be remembered if it is organized as each section is read. Answer the questions that are important using the words that stand out, the topic sentences, charts, and graphs.

d. Recite - Restatement of the material after reading it is the most important step. Sections that cannot be explained by the student in his own words probably need to be reread. Trying to answer the questions noted in step two will aid the student in understanding and remembering the material.

e. Review - After reading all sections, review the main points of each and attempt to recall the important details. The recall should be attempted without the aid of book or notes.

2. Have the students skim a reading selection and prepare a list of the main points.

3. Have the students scan a reading selection to find the answer to a given question.

4. Have each student identify and describe his "learning style". Then have him select and use study procedures that capitalize on his learning style.

5. Give the students material to learn. Have them identify patterns in the material that facilitate learning the material. (Sequence, chronological order, order of importance, etc.)

6. Have the students practice "whole" learning as opposed to "parts" learning.

7. Give the students abstract material to learn. Have them practice devising concrete associations to facilitate comprehension of the abstractions.

8. Discuss and have the students practice general to specific learning. Initial practice might be in small groups. They can group think to identify generalizations.

9. Have the students learn and practice the PQRST study method.

a. Preview -Preview the material by reading the title, heading, topic sentences in the paragraphs, introductory and summary material, and studying maps, charts and graphs.

b. Question -Form questions which you think should be answered in the reading selection.

c. Read -Read the selection to find the answers to the questions.

d. Summarize -Summarize the information which answers the questions by jotting notes or making an outline while reading.

e. Test -Test yourself on the material by picking out main ideas and details without help from the reading material or the notes.

10. Have the students demonstrate study techniques useful for math, social studies, and science.

a. Math:

(1) Understand the symbols and special vocabulary
(2) Visualize the action in the problem story
(3) Determine what the question asks you to do
(4) Analyze the problem to find the facts necessary for a solution
(5) Decide what process or processes must be used
(6) Estimate an answer to see if it is reasonable
(7) Do the computation

b. Social Studies:

(1) Preview selections before reading
(2) Differentiate between fact and opinion
(3) Read to determine causes and effects
(4) Associate dates and events
(5) Follow time sequences
(6) Prepare a time line
(7) Read for main ideas and detailed information
(8) Read maps and pictures
(9) Make comparisons

c. Science:

(1) Classification by likeness and difference
(2) Technical explanation of process
(3) Explicit directions - experiments

(4) Statement of problem and explanation of solution
(5) Factual information
(6) Study any and all diagrams
(7) Read any labels given in the diagrams
(8) Study new words
(9) Read the boldface print and the paragraphs under it. With the book closed, explain to yourself the processes discussed. Read each section of the chapter in this way. After reading, review the statement of the problem and the solution. Restate in your own words -
What was the problem?
What was done about it?
What were the results?
Who were the people involved?

11. Have the students give speeches or write essays in which they advocate the use of a particular study procedure.

12. Have the students suggest reasons for systematic study. Discuss: scientific method and its value to discovery of truth, teaching and use of the lesson plan, building and use of blueprints.

13. Have the students write papers describing the purpose of each step of a given study procedure. (SQ3R, PQRST, etc.)

14. Have the students describe the learning principles they follow to achieve greater understanding and retention of material studied.

15. Have a student describe the steps he followed in learning given material. Have other students identify the learning principles he has employed.

16. Play and discuss the audio tape series "How to Study".

D. The student will apply a problem solving technique.

1. The students will write papers or give speeches describing how each step of a problem solving technique would be applied to a given problem. Then have the students follow the plans they have devised to try and solve the problem.

2. Discuss the need for problem solving in school and life. Emphasize the need for problem solving skills in business, research, hobbies, and personal problems.

3. Have the students role-play situations that demonstrate effective problem solving techniques. Read a problem situation (e.g. George

and Suzy have three days to prepare for tests in English and Math.) to the class. Describe the circumstances of the situation but leave out a resolution of the problem. The students role play the characters and act out (or simply discuss) how the problem should be resolved.

4. Give a small group of students a problem(e.g. noise pollution in the school, locating primary source materials for social studies classes). Have them identify the parts of the problem, select a method to attack the problem, divide the labor, collect relevant data, compile and analyze the data to devise a solution to the problem.

5. Have the students apply problem solving techniques to their own study problems (e.g. note taking, planning study, organizing time, avoiding distractions). Have them identify the problem, suggest ways to solve it, and test solutions in order to find a way to eliminate the problem.

6. Have the students describe how they apply principles of learning in solving problems.

7. Have the students do research to determine the effect of adequate diet, sleep, and exercise on man's ability to solve problems.

8. Discuss the effect of drugs on concentration and memory. Invite a drug "expert" to discuss this with the students.

9. Have the group read a fiction selection in which the "hero" (e.g. Doyle's Adventures of Sherlock Holmes, Classmates by Request by Colman) solves a problem. Have the students apply critical thinking skills to evaluate the hero's problem solving techniques.

10. Have the students suggest advantages and disadvantages of individual vs. group problem solving.

11. Have the students role-play situations that demonstrate the use of feedback in problem solving.

12. Have the students restate a given problem in simpler terms by listing the basic components of the problem. (i.e. simplify the problem solving process by concentrating on basics, eliminating incidental aspects of problem)

13. Give the students a problem. Have them identify the type of data needed to solve it, and suggest where and how that data can be found. (Small groups might work this.)

14. Give the students a brief reading selection and a list of generalizations about it. Have them identify those generalizations that are true.

15. Have the students apply sequencing to organize material for a written or oral presentation.

16. Give the students a series of analogies. Have them explain the meaning of each, hypothesize on the value of analogies in problem solving, and make up some analogies of their own (e.g. strength is to weightlifting as concentration is to learning).

17. Give the students a problem. Have them list data they already know that relates to the problem. Discuss the value of relating a problem to what is already known.

18. Show and discuss the film "How to Concentrate".

19. Show and discuss the film "How to Observe".

20. Show and discuss the film "How We Cooperate".

21. Play and discuss the "Listen and Read Tape: Fact and Opinion".

22. Play and discuss the "Listen and Read Tape: Reading Persuasive Material".

E. The student will develop a study schedule useful in preparing for tests.

1. To prepare for a test in another course have the students prepare a time schedule that describes what will be studied and provides adequate time for study and review.

2. Role-play situations that demonstrate:

   a. Factors that influence test performance (hunger, lack of sleep, panic, (dis)organization, etc.)
   b. Ways of dealing with these factors.

3. Have the students discuss the purpose(s) of different types of subjective tests.

4. Have the students discuss the purpose(s) of different types of objective tests.

5. Using reading selections from a course they are taking, have the students construct various types of objective and subjective test questions. Have them describe how they would go about learning the material the questions are about. (Have them adjust learning plan to the type of testing they are preparing for.)

6. Have small groups hold review sessions on material covered in this course.

7. Have the students devise and follow a study schedule in preparation for a test. Have them evaluate their study schedule after taking the test.

8. Give the students a list of facts and concepts about study skills. Have them identify those they would learn first in studying for a test by differentiating between "important" and "unimportant" items.

9. Give a small group a sample study schedule. Have them evaluate it on the following points:

   a. Estimates of what is to be learned
   b. Estimates of time needed for initial study
   c. Rough division of material
   d. Identification of important topics
   e. Adequate review time

10. Have the students identify study methods best suited to various types of tests.

11. Have the students write papers or give speeches describing how a study schedule they have prepared makes use of principles of learning.

12. Discuss the value of review. Stress the necessity of up to 50% of study time in review.

13. Have the students write and perform a skit in which the characters plan and execute a study schedule.

14. Discuss (and role-play) exam panic and its causes (real and imagined incompetencies, over-motivation, reacting to panic of others, etc.)

15. Discuss (and role-play) how to avoid test preparation tension by recognizing its causes (impractical study plans, expecting immediate results, myths - "Mr. X failed 45% of his class last year.")

16. Show and discuss the film "How to Take a Test".

17. Show and discuss the film "Keep Up with Your Studies".

F. The student will develop a procedure to analyze and correct test errors.

1. Have the students take a test, grade it, and prepare a study schedule to master material their mistakes indicate they have not learned.

2. Give the students a list of 10 incorrect statements. Have them locate the correct answers by using appropriate reference works.

3. Role-play situations that demonstrate ways to benefit from test errors.

4. Have a student design a test on study skills, administer it to a small group of fellow students, correct the tests, and suggest study assignments to overcome test errors made by his classmates.

5. Give the students a list of facts and concepts. Have them distinguish between the facts and concepts. Discuss the difference between the two.

6. Discuss the purpose and value of testing. Place emphasis on testing as a guide to further learning.

7. Provide examples of fact errors and have the students describe and employ ways to eliminate them.

8. Provide examples of conceptual errors and have the students describe and employ ways to eliminate them.

9. Have students write essays or give speeches on the purpose(s) of testing.

10. Show and discuss the film "What's the Good of a Test?".

G. The student will identify useful sources of information.

1. Have the students locate and use reference books to find each of these items:

   a. A magazine article on drugs
   b. U. S. population by state, 1950-1970
   c. The author of a given magazine article
   d. A brief biography of Robert Kennedy
   e. A political map of the Middle East
   f. A list of American presidents
   g. Physical map of Florida
   h. English colonies in 1771

2. Have the students use the Reader's Guide to Periodical Literature to locate information on a given author or subject (Encourage them to seek information relevant to courses they are now taking).

3. Have the students use the card catalog to locate resources on a given subject or problem.

4. Have the students use appropriate reference sources to find:

   a. The author of a quotation
   b. The source in which the quote was said
   c. A quotation by a given author
   d. Quotations by various authors on a given subject
   e. A complete quotation when only part of it is known

5. Have the students find biographical data about given people.

6. Have the students prepare a bibliography of sources that deal with a given subject.

7. Give the students book titles and have them use the card catalog to find:

   a. The author
   b. Publisher
   c. Copyright date
   d. Subject of book
   e. Call number

8. Have the students survey the library to determine the range of reference materials available.

9. Have the students bring in an assignment for another class and

   a. Locate resources that would aid them to master the assignment
   b. Locate resources that would aid them in answering questions raised by the assignment (seeking depth)

10. Have the students write the Superintendent of Documents, Washington, D. C., to request information about the range of informational materials made available by the government at low cost.

11. Have the students identify 10 resource people in the school and describe the type of help each could provide.

12. Discuss inquiry learning. Emphasize its uses in everyday life.

13. Have the students write papers describing the services a librarian can provide a student. (Consider inviting the librarians to speak to the class - perhaps during a guided tour of the library.)

14. Give the students a problem (e.g. reading difficulties, failing in math). Have them list people who could help in solving it.

15. Have the students role-play situations in which the use of human resources is demonstrated.

16. Have the students choose a subject, write 5 questions about it, and use appropriate references to answer the questions.

17. Have the students use encyclopedias to locate information on a given topic.

18. Have the students demonstrate the use of an atlas.

19. Have the students use a thesaurus to find synonyms for a list of given terms.

20. Have the students locate resources that would aid them in creating visual study aids.

21. Have the students demonstrate the use of tape recorders, record players, film and slide projectors, video-tapes, etc. (Motivational activity - to stimulate student interest in the teaching of learning aids.).

22. Have the students explain the uses of a table of contents and an index.

23. Have the students conduct a "scavenger hunt". Provide them with a set of questions that require the use of a variety of reference sources. Have them "hunt" for the answers to the questions. Initial "hunt" might include directions on what reference to use for each question. Later "hunts" should leave selection of the proper reference to the student.

24. Have the students discuss the difference between relevant and irrelevant sources. Have them locate samples of relevant source material for an assignment from another course.

25. Show and discuss the film "How to Judge Authorities".

26. Show and discuss the film "How to Judge Facts".

27. Play and discuss the audio tape "How to Use the Library".

H. The student will design a home study center.

1. Discuss the criteria of an effective study location.

2. Have a small group design and construct an ideal home study location. Require them to explain the function of each feature of their center and describe how various distractions would be overcome or eliminated.

3. Role-play to demonstrate the effective use of a study center.

4. Discuss (and role-play) how to organize a study center, select locations, and select necessary materials.

5. Role-play to demonstrate the value of an austere study table or desk.

6. Have the students identify any weaknesses in their present home study environment and propose plans to eliminate or compensate for them.

7. Have the students write papers or give speeches describing the attributes of an efficient study location.

8. Discuss the value of proper lighting, sound control, visual distraction control, and accessibility of materials.

9. Have the students organize their classroom desks or tables for efficient study. Have them explain why they organized it as they did.

10. Have the students compare various school study locations to their home study location.

11. Have the students select the reference books they would keep close to their study center. Have them justify their choices.

12. Have the students write and produce a skit, showing the need for a home study center, the designing of one, its organization (construction) and use.

13. Play and discuss the film "Homework: Studying on Your Own".

I. The student will demonstrate a note-taking procedure.

1. Have the students listen to a lecture and list the main ideas in the order they were presented. Suggested lecture topics:

The human organism as a learner:

a. Need for sleep
b. Diet - effect of hunger on classroom performance
c. Exercise
d. Negative value of stimulants (pep pills) and other drugs on the body and learning abilities
e. Positive value of recreation

2. Give the students a reading selection and an incomplete set of main idea notes on the selection. Have the students read the selection and fill in the gaps in the notes.

3. Give the students a reading selection (perhaps from another course). Have them compile a list of possible test questions.

4. Have the students approach a given reading selection as if they were reporters. Have them record relevant data by asking "who, where, what, why, when, how".

5. Have the students condense a given reading selection into a telegram form. The students pick out the basic concepts, using abstractions, being brief. The final telegram should contain only essential information in a logical meaningful order. Have the students suggest ways condensing information can be useful in learning.

6. Have one small group member prepare a lecture on a given reading selection. Prior to his lecture have one half his group read the selection, the other half not read it. Have all group members take notes on his lecture. Then have them compare and contrast the notes of those who "pre-read" and those who did not.

7. Have the students take notes on a lecture (Select a topic relevant to to this course. Check content outline for ideas). Then, have them exchange notes three times. After each exchange the students evaluate the notes before them. They can mark in the margins with a predetermined code where material is unclear, unnecessary, left out or useful and clear.

8. Provide examples of personal shorthand systems used to facilitate note-taking (no vowel system, special symbols, etc.). Have the students create and practice using their own "shortcuts".

9. Have the students write papers or give speeches on how and why to take notes. Specify that they identify note-taking techniques appropriate to different forms of communication - lectures, films, texts, etc.

10. Give the class samples of notes (a variety of quality). Have the students discuss the notes and identify assets and defects. (Consider using the students' own notes.)

11. Have the students take notes on a film (e.g. "How to Judge Authorities" or "What's the Good of a Test"). Move around the room and make suggestions to improve the notes - sequencing, main points, patterns, etc.

12. Have the students try-out several different styles of notes on a given reading selection. Have each one compare the different styles to determine what is the "best" system for him.

13. Have the students outline given material using a topic outline with subheading for each main idea.

14. Discuss using lecture notes as a guide to further learning. Include the following points:

    a. Seeking more data on main ideas
    b. Pursuing ideas raised by the lecture
    c. Notes as a memorization tool

15. Have the class work cooperatively to devise outline notes for texts and standard resources used in selected "quin" courses. In note form - compile the basic concepts and data into a study guide (which could be offered to students and/or teachers as an additional resource).

16. Give the students a subject, a reading selection on that topic, and a set of notes. Have the students identify which notes are relevant to the subject. Have them justify their choices.

17. Have the students write summaries of a given selection (Perhaps text or reference materials used for this course).

18. Give the students a brief reading selection. Have them prepare a sentence outline of main ideas and supporting details.

19. Have the students prepare an outline for a report using notes collected from a variety of reference sources (The report might be an assignment or extra-credit project for another class).

20. Have the students devise an index card note file for storing and organizing information collected from lectures, texts, and library research.

21. Have the students demonstrate note taking procedures appropriate for recording the main ideas from various types of printed sources.

22. Role-play to demonstrate the uses of notes other than recording content data (e. g. asking questions, structuring the content).

23. Show and discuss the film "How to Prepare a Class Report".

24. Play and discuss the audio tape "Introduction to Efficient Listening".

J. The student will devise memory aids.

1. Give a small group a selection to memorize. Have them devise as many memory aids as possible to help master the selection (Consider a "contest" between small groups).

2. Give the students a list of common mnemonic devices. Have them identify what is symbolized and then make up some mnemonic devices appropriate to material they must master in other courses.

3. Give the students a short paragraph to memorize (in 2-5 minutes) using oral and/or written repetition.

4. Have the students design, construct, and practice with flash and/or flip cards to master a given learning assignment.

5. Have role playing of various learning styles to demonstrate the type of memory aids best suited to each learning style.

6. Have the students devise reduction cues, memorize them, and demonstrate their use in recalling the original information.

7. Show the class a picture or poster. Remove it after a short time (about a minute). Have the student recall details of what they saw. The complexity of the picture can be increased and the viewing time decreased as the students gain perceptual facility. Initially they may be asked to recall only essential information. Later details may be demanded.

8. Discuss and describe different learning styles. Emphasize how to "work with" one's learning style and how to develop skills not a part of one's natural style.

9. Explain the difference between abstract and concrete. Have the students practice clarifying abstractions by using concrete examples. Have the students practice relating various concrete with abstract concepts.

10. Discuss memory and how to help it. Describe various memory aiding devices and systems. Have the students suggest ways those systems and devices might be immediately applied to courses they are now taking.

11. Have students give speeches on how to select the proper data to memorize. Have them place emphasis on pattern seeking, sequences, and abstractions.

12. Discuss how memory works, what it is, how to memorize (keywords, concepts, generalizations, repetition, etc.).

13. Have the students prepare an outline to memorize. Have them place all materials under sub-headings which can be memorized as keywords.

14. Have the students write papers or give speeches on their use of memory aids in preparing for tests.

15. Give the students lists of root words. Have them find as many words as possible for which the root words are the base word. Have them explain the value of root words in vocabulary mastery.

16. Have the class develop a kit of flashcards, mnemonic devices, etc. for use with various texts and/or "quin" courses. They may distribute them to teachers and/or students as reference materials.

17. Show and discuss the film "How to Remember".

IV. STUDENT RESOURCES:

Non state-adopted textbooks

Armstrong, William. Study Is Hard Work. New York: Harper & Row, 1967.

This is a revised edition of the popular 1956 version. It covers motivation, listening skills, vocabulary development, organization, library skills, testing, and special subject study skills (science, math, foreign language, etc.).

Elliot, Chandler. The Effective Student. New York: Harper & Row, 1966.

A lucid, well-organized, and thorough analysis of study skills for the more mature pupils. This excellent text contains material on study aids, methods, techniques of learning, exam approaches, types, and procedures. The book takes a practical "how to" approach.

Flesch, Rudolph, et. al. How You Can Be A Better Student. New York: Steeling Publishing Company, 1966.

A collection of a series of study skills booklets - each by a different author - on different skill areas. The combined works cover mental abilities, test taking, writing and reading improvement, general study procedures and methods. It is practical and aimed at solving student problems.

Kelner, Bernard. Learn How to Study. Chicago: Science Research Associates, Inc., 1961.

In addition to motivation, study and test-taking techniques, and study environments this student workbook contains a useful "Study Habits Checklist" that can be used as a pre and posttest. A booklet, "Administration and Interpretation of the Study Habits Checklist" (by Preston & Botel) is available from SRA to aid in using the checklist.

Other student resources

Aiken, Daymond. You Can Learn How to Study. New York: Rinehart, 1953.

Fry, Edward. Lessons for Self-Instruction in Basic Skills. Monteray, California: California Test Bureau, 1963.

A series of programmed booklets available for different grade levels and study skill areas.

Naslund, Robert. SRA Graph and Picture Study Skills Kit. Chicago: Science Research Associates, 1962.

V. TEACHER RESOURCES:

Source for student reading materials

Spache, George. Good Reading for Poor Readers. Champaign, Illinois: Garrard Publishing Company, 1970.

Textbooks

Guidance Units for the Learning Laboratory to Teach Basic Skills in a Culturally Deprived Area. Miami, Florida: Dade County Public Schools, 1968 (Federal Project #437A).

Section "C" on "How to Study" and section "D" on "How to Pass Examinations" contain useful information and techniques for teaching study skills. A study habits checklist is included.

A Guide...Reading in Florida's Secondary Schools. Tallahassee, Florida: Florida State Department of Education, 1966.

It provides a good survey of the scope and sequence of reading skills and abilities relevant to successful study. It contains guidelines for planning reading instruction within a "subject-matter" course, developing reading interests, and skills. Appendix "A" is useful for measuring student reading development.

Johnson, Eleanor. Teach Your Pupils How to Study. Columbus, Ohio: American Education Publications, 1962.

A readable and informative paperback that covers "what", "why", and "how to" of teaching young people to study. It includes bibliographies organized by skill areas.

Preston, Ralph. Teaching Study Habits and Skills. New York: Rinehart and Company, 1963.

Tussing, Lyle. Study and Succeed. New York: Wiley & Sons, 1962.

Wagner, Rudolph. Successful Devices in Teaching Study Habits. Portland, Maine: J. Weston Walsh, Inc., 1961.

A description of teaching techniques, games, and plans in the areas of motivation, appraising assets and liabilities, communicating, memorization, concentration, planning, organizing, and note-taking.

Periodicals

Borton, T. "What's Left When School's Forgotten?" Saturday Review, April 18, 1970, 71-74.

Bundy, M. "What Is Learning?" Vital Speeches, September 15, 1970, 710-713.

Canute, R. J. "Exploratory Evaluation of Certain Aspects of the Listening Program as a Part of the Study Skills Course at the University of Wyoming" Journal of Educational Research, October, 1965, 51-54.

Denby, R. V. "Independent Study Programs" English Journal, December, 1969, 1,400-1,402.

"Dreamproof Your Study Corner" Seventeen, August, 1964, 188-189.

Dreistadt, R. "Analogy· The Scientists Trick for Solving Problems" Science Digest, April, 1970, 36-43.

"Homework Havens All Through the House" Good Housekeeping, August, 1967, 112-118.

Hanson, E. A. "What About Homework?" N. E. A. Journal, January, 1968, 32-34.

Leibert, R. E. "Homework and Study Habits" Clearing House, March, 1969, 413-416.

"Motivation and Learning: Symposium" N. E. A. Journal, February, 1968, 48.

Olsen, J. "Teaching Study Skills" Serior Scholastic - Teacher Edition, March 4, 1965.

Parrish, P. "How to Help Your Child Develop Good Study Habits" Parents Magazine, March, 1969, 62-63.

Pollan, H. "How to Teach Your Child to Remember" Parents Magazine, March, 1964, 54-55.

Polly, A. "How to Learn More, Get Better Grades" Farm Journal, September, 1963, 76-77.

"See How They Learn: Symposium" Today's Education, February, 1969, 15-30.

"Sesame Street Learning Kit" Publisher's Weekly, April 20, 1970, 32-33.

Sister Mary Donald. "Teach Your Students to Study" The Catholic School Journal, September, 1965, 52-53.

Smallenburg, C. & H. "Time of Their Lives... For Study" PTA Magazine, November, 1968, 29-31.

Theus, R. "Cognitive-Field Theory: A Positive Approach to Learning" Clearing House, April, 1968, 501-505.

Films

"Homework: Studying on Your Own"	11' color	1-100508
"How Honest Are You?'	10' black & white	1-00194
"How to Concentrate"	10' black & white	1-00177
"How to Investigate Vocations"	10' black & white	1-00576
"How to Judge Authorities"	10' black & white	1-00513
"How to Judge Facts"	12' black & white	1-00178
"How to Observe"	10' black & white	1-00514
"How to Prepare a Class Report"	10' black & white	1-00516
"How to Remember"	10' black & white	1-00522
"How to Study"	11' black & white	1-00526

"How to Succeed in School"	11' black & white	1-00530
"How to Take A Test"	10' black & white	1-00584
"How to Write Your Term Paper"	10' black & white	1-00532
"How We Cooperate"	10' black & white	1-00428
"Improve Your Reading"	10' color	1-01242
"Improve Your Study Habits"	11' black & white	1-00535
"Keep Up With Your Studies"	10' black & white	1-00536
"Reading Improvement: Comprehension Skills"	11' color	1-00707
"Reading Comprehension: Defining the Good Reader"	11' color	1-00713
"Reading Improvement: Effective Speeds"	11' color	1-00715
"Reading Improvement: Vocabulary Skills"	11' color	1-00721
"Reading Improvement: Word Recognition Skills"	11' color	1-00727
"Reading With A Purpose"	11' color	1-01244
"What's the Good of A Test"	12' color	1-10270

Tapes

"How to Study" - Three reels of 30' each:		
	Reel #1 lessons 1-5	3-20157
	Reel #2 lessons 6-12	3-20158
	Reel #3 lessons 13-16	3-20159
"How to Use the Library"	30'	3-20078
"Introduction to Efficient Listening"	30'	3-00088

"Listen and Read Tapes: Fact and Opinion" Educational Development Laboratory

"Listen and Read Tapes: Reading Persuasive Material" Educational Development Laboratory

Records

"How to Study and Why"	2 record album	4-00048